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JUL 18 2013

SUPERINTENDENT
OF PUBLIC INSTRUCTION

VARIANCES TO STANDARDS APPLICATION
(Draft – May 2013)

Purpose: ARM 10.55.604.1. A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement a variance to a standard or a section of standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction.

DUE DATES

ONE-TIME ONLY DUE DATE

- **First round application only:** Second semester 2013-14 implementation Wednesday, July 17, 2013

REGULAR DUE DATES

- First semester implementation; first Monday in March
- Second semester implementation; first Monday in July

COUNTY: Sweet Grass

DISTRICT: Sweet Grass Co. HS

LIST THE SCHOOL OR MULTIPLE SCHOOLS THAT ARE REQUESTING THE VARIANCE(S): Sweet Grass County High School

1. **Is this an initial application (2 years) or a Renewal application (3 years)?**
   This is an intitial application (2 years.)
2. **Is this for first semester implementation or second semester implementation?**
   This would be considered a first semester implementation for the 2014-15 school year. We are applying now because this process is new.
3. **Please attach evidence through official minutes of the board of trustees that local school community stakeholders were involved in the consideration and development of the proposed variance to standards. Stakeholder groups include trustees, administrators, teachers, classified school staff, parents, community members, and students as applicable.**
   The board minutes for June 26, 2013 are attached. This process has been dicussed for several years with staff and community concerning a possible request for a variance related to the duplication we felt is presently occuring. Also attached as very important evident are the five standards used to drive accreditation procedures and the school improvement process from AdvancED.

4. **Please provide evidence that the board of trustees adopted its application for variance at an official, properly noticed meeting of its board of trustees.**

   See attached minutes.

5. **Standard(s) for which a variance is requested, i.e., 10.55.709. If there is a program delivery standard, be sure to list it as well. For example, 10.55.1801.**

   10.55.601 (3)

6. **Describe the variance requested.**

   Sweet Grass County High School is requesting a variance for the reporting process required in 10.55.601 (3) as it appears to be a duplication of the process used for AdvancEd/NWAC. We feel this is a reasonable request due to the rigorous nature of the AdvancED/NWAC accreditation process. This process requires an active School Improvement Plan, reporting on goal attainment every year, a review of the standards of the Association by staff and visitation by a peer review team every five years, as well being involved in the peer review process for other schools. We have found this process to be a rich, thorough experience. The five year rotation fits into the concepts began by the Five Year Comprehensive Educational Plan that we use for OPI purposes of meeting accreditation. We find the five standards (Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems, Using Results for Continuous Improvement) challenge us to meet the needs of our learners and community. The ASSIST protocol that supports the review of standards, use of data, classroom observation data, and community surveys helps us in evaluating and adjusting our school improvement goals. We feel that is a match for the purpose of 10.55.601 (3) and eliminating duplication will allow for more efficient use of district energy and funds to attain the goals of our school improvement plan.

7. **Provide a brief statement of mission and objectives of this proposed variance.**

   It is the mission of Sweet Grass County High School to use this variance to promote rigor, equity, student engagement, and depth of application for our students through an effective school improvement process that is carefully recorded. The objectives are as follows:
   *Utilize a school improvement plan that requires the identification of goals for improvement of achievement and instruction.
   *Utilize collaborative learning communities to increase teacher skills that is based on clear criteria for attainment of those skills.
   *Continue to develop the use of data to promote growth in student learning, student readiness and success at the next level.
   *Develop a comprehensive student assessment system with local and standard assessments resulting in a range of data about student learning.
   *Utilize the ASSIST protocol and AdvancED surveys to refine community input with student assessment data to create worthwhile goals for the SIP.

8. **In what way does this variance to standard meet the specific needs of the students in your school(s)?**

Sweet Grass County High School is regionally accredited through AdvancED/NWAC. To obtain this accreditation, SGCHS goes through a rigorous process that includes self-assessment in relation to research based standards and indicators, student performance diagnostics, survey data from parents, teachers, and students as well as an external review from an outside team of educators every five years. An extensive continuous education school improvement process is required from AdvancED indicators 1.3, 3.2, 3.4, 3.8, 3.11, 5.4, and 5.5. A school district eudcation profile is required from AdvancED indicators 3.2, 3.6, 5.1, and 5.2. A description of strategies for assessing student progress is required from AdvancED indicators 3.2 and 5.1. A professional development component is required from AdvancED indicators 2.6, 3.3, 3.4, 3.5, 3.7, 3.11, and 5.3.(A copy of the of these indicators as found in the AdvancED standards is attached.) With these indicators in mind and the requirements of the rest of the AdvancED indicators, SGCHS meets and exceeds 10.55.601 (3) therefore duplication of effort is not needed and takes away from the process intended. Finally, in the AdvancED process, SGCHS must demonstrate, using data, growth in student learning, student readiness and success at the next level. The school improvement plan is required to identify goals for improvement of achievement and instruction through the AdvancED protocols, meeting the state of Montana's aim for school improvement plans.

9. **Variance to Standard: Outline how and why the proposed variance would be:**

   a. **Workable. (Sufficient district resources are available for the success of the variance.)**

   The school has sufficient resources for this variance. An annual fee to AdvancED/NWAC is paid which provides all information needed for the standards and indicators, student performance diagnostics, surveys, and survey results. The annual fee also includes the AdvancED Adaptive System of School Improvement Support Tool (ASSIST), a state-of-the-art computerized system that allows schools to streamline and enhance their efforts to boost student achievment. The school also has the opportunity to receive training at the annual AdvancED/NWAC School Improvement Conference at a reduced rate being a member of the group.

   b. **Educationally sound. (Applicant has relied on sound research as a rationale for the variance.)**

   The AdvancED/NWAC standards and indicators are research based. The following is the from the AdvancED website: "With over a century of work in schools and districts throughout the world, AdvancED collects and manages information that has the potential to revoluntionize the way we think about continous improvement and the factors that have the greatest promise for ensuring student success. For that reason, we have committeed to an ambitious 5-year research agenda that will uncover the impact of accreditation on school improvement and student achievement. The objective is to provide the educational community with research-based strategies, conditions, and behavioirs that lead to transformative school improvement. A research team of academics and practitioners has alread published two studies (Learning from Accreditation, and District Accreditation: Leveraging Change.) Dedicated to both school and system

improvement, we are proud to be able to share our depth of knowledge with the greater educational community. As a knoweldge leader in the area of education policy and practice, we know our research will not only be a catalyst for positive change, but will transform the way educators approach educational innovation and continous improvement." (AdvancED website http://www.advanc-ed.org/school-improvement-research)

c. **Designed to meet or exceed results under established standards. (Desired results are clearly identified with data to be gathered as evidence of the success of the variance.)**

As described in earlier sections of this variance request, as a result of the AdvancEd/NWAC accreditation status of the district, SGCHS goes through a rigorous, complete process that includes self-assessment in relation to research based standards and indicators, student performance diagnostics, survey data from staff, students, parents, and community, as well as an external review from on outside team of educators on a five year cycle. Based on our experience with this process in the past and being aware of the recent progressive developments in this process, we at SGHCS are convinced that this variance will not detract from the success of our efforts at school improvement through accreditation, but will enhance and exceed the processes required for accreditation by OPI.

d. **Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.1901.**

While the attached AdvancED standards and indicators do frame the vertical and horizontal allignment for all program offerings as described in these sections of the ARM's, SGCHS still intends to follow those program standards. This variance is very specific about addressing the duplication that 10.55.601 (3) creates with our present accrediation efforts in terms of reporting. SGCHS is not requesting being released from other expectations related to content, performance, and program areas standards at this time. That work is integral to our school improvement plans and goals as will be seen in annual reports on ASSIST.

10. **List at least one specific measurable objective(s) that demonstrates that the proposed variance will meet or exceed the results under the current standard(s).**

The specific objective of this variance request is to use the reporting procedure for AdvancED/NWAC regarding the school improvement process in place of the Progress report required for the 5YCEP process. We feel the procedure for AdvancED/NWAC meets the requirements of having a school profile, school improvement goals, and the use of data to insure progress towards those goals just as the 5YCEP report requires. In addition, the AdvancED/NWAC process requires a thorough self-evaluation based on research-based standards every five years which is then reviewed and evaluated by a peer visitation team. As the 5YCEP process started for us, the five year review is an excellent process, the AdvancED/NWAC process makes this a staff/stakeholder plus visitation team review. As the 5YCEP process pointed out for us, a constant revision of goals each year led to a somewhat dis-jointed effort at times, but a five year cycle works well. So the "measurable objective" would be that the review involves staff/stakeholders as well as a visitation team, not just an

administrative paper review that could happen in a school's busy environment. It could be argued that the use of data required to address goals in the AdvancED/NWAC process would also give "measurable" results to review.

11. What data or evidence will be gathered to document progress toward meeting the measurable objective(s)?

As mentioned above, the AdvancED/NWAC reporting process requires the use of data to support growth towards goals. This data is reported in the ASSIST protocol used by AdvancED/NWAC reporting process. So the evidence gathered would be that used in the ASSIST report to show growth or effort towards goals established by the district.

> **RENEWAL APPLICATION ONLY:** Please attach a summary of the data gathered to demonstrate that the variance cycle ending June 30, met or exceeded the standard. State the measurable objective for the initial or previous application.

Mail your signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

Board Chair Name: ___Tim Yuzeitis_____

Board Chair Signature: _____ Date: _7/16/13_

Superintendent Name: ___Alvin Buerkle_____

Superintendent Signature: _____ Date 7-16-13

<div style="border: 2px solid red; color: red;">
Sweet Grass County High School
Variance to ARM 10.55.601(3)
</div>

OPI USE ONLY

Superintendent of Public Instruction _____**Date**_____

_____**Approve** _____**Disapprove**

Board of Public Education Chair _____**Date**_____

_____**Approve** _____**Disapprove**

SWEET GRASS COUNTY HIGH SCHOOL
BOARD MINUTES- JUNE 26, 2013

The Board of Trustees of Sweet Grass County High School met in regular session at 6:00 P.M. on June 26th, 2013 in the School library.

Members present were Tim Yuzeitis, Jordan Gano, Mary Jo Engle, Cookie Agnew, Bonita Cremer, and Mike Chulyak. Also present were Superintendent, Al Buerkle, Principal, Kip Ryan, Clerk, Robert Buster and guests, Janice Novotny, Lindsey Kroskob, Sheri Campbell, Sue Martin, Ron Thomas, Ron Riter, Don Brewer, Kimberli McCullough, Cindy Messer-Epperson, Cindy Bainter, and Kim Tollefson. Chair, Tim Yuzetis called the meeting to order at 6:00 P.M.

There was no public forum, student council reports, or SGCEA so the Board moved on to the Principal's report. Kip Ryan reported that football starts on August 16th so there will be a parent meeting for football on the 15th at 7:00 P.M.. The parent meeting for the rest of the fall activities will be on August 18th. The first football game will be against Three Forks and homecoming will be the Deer Lodge game.

Next was the Superintendent's report. Superintendent, Al Buerkle, handed out the audit reports for the previous fiscal year. The only find was some instances of supplies being ordered before a purchase order was obtained. The CRT test scores are in. SGCHS averaged 95 on the reading scores and 78 on the math scores. To make AYP required 94 and 90 respectively so we did not meet AYP for this year and will be placed on the watch list. Since the requirements go up each year, most if not all schools will eventually fail.

Committee reports were next. The building and grounds committee reported that Great Western has created tentative drawings for the grounds and buildings at SGCHS, Al handed these out and went over some of the items discussed. There are several options for some things such as siting of the bus barn. Cost will determine how many of the projects will be doable. The lockers will be here this coming Monday and will be installed the following weekend. Carpet will follow shortly.

Under Board member reports, Cookie Agnew reported that the School foundation has been set up as a subsidiary of the Sweet Grass Health and Wellness foundation. Donations for innovative teaching etc. can be made to this foundation.

Under old business it was decided that Jordan Gano would replace Holly Hatch on the various Board committees and committee assignments for the next year would otherwise remain the same. Kip Ryan had requested that the remaining stipend left when Jeremy Young had to quit as an assistant track coach go to Paula Berry, who had been volunteering as a track assistant. Bonita Cremer made a motion to pay Paula a one fourth stipend for the past track season, Cookie Agnew seconded and the motion carried 6-0.
Next, Mr. Buerkle presented a proposal to use remaining General Fund money to issue a one-time bonus of $1300 for all full time employees. Part-time permanent employees would receive a proportional amount. After discussion, Bonita Cremer made a motion to approve the one-time bonus of $1300 for full-time employess (proportional for part-time). Cookie Agnew seconded and the motion carried 6-0. Following this Mr. Buerkle proposed a 2% raise for all staff for the coming

year. Because of retiring staff and some other factors the budget looks like it could handle a raise of this amount. In addition, after negotiating with the classified staff and bus drivers, they have requested that Good Friday be considered a holiday and that their payroll steps go to twenty like the teachers' steps do. After discussion, Bonita Cremer made a motion to give the classified staff and the bus drivers the 2% raise plus the extra holiday as well as the change in the steps chart from 19 to 20. Jordan Gano seconded and the motion carried 6-0.

Next was a discussion of whether or not the teachers should receive the 2% raise at this time. Some Board members felt that any discussion of teachers' salaries should take place in the annual negotiations, particularly because of union involvement. There was much discussion of the matter. Mike Chulyak then made a motion to give a 2% permanent raise to the teachers, also, and Jordan Gano seconded. After more discussion, a vote was called for and the motion carried 5-1 with Cookie Agnew opposing.

The last matter under old business was the renewal of the MQEC membership. Mary Jo Engle made a motion to renew membership with them, Cookie Agnew seconded and the motion carried unanimously.

New business was next. Opening of fuel and maintenance bids was the first new item. For some items there were more than one bid. Things like easy access for the buses were considered as well as price. For fuel, Cookie Agnew made a motion to accept the bid from Exxon, Mary Jo Engle seconded and the motion carried 6-0. For lubrication and oil the bid went to Pecision Repair 6-0 after a motion by Mary Jo Engle and a second by Cookie Agnew. Primary maintenance was also given unanimously to Precision Repair after a motion by Cookie Agnew and a second by Jordan Gano. The bid for tires went to Sweet Grass Tire after a motion by Cookie and a second by Bonita, also unanimously. Replacement of glass will be handled by Big Timber Glass. Motion by Cookie Agnew and second by Mary Jo, vote 6-0. Air Conditioning repairs will be done by Crosswinds of Big Timber. Mary Jo made the motion, Cookie Agnew seconded and this motion carried 5-1.

The next new business was renewal of the bus routes. Mr. Buerkle recommended that the routes remain the same except for Mcleod which will be cut slightly. Cookie Agnew made a motion to accept the bus routes as presented, Bonita Cremer seconded and the motion carried 6-0.

There are no requests for student transportation contracts so far.

Because SGCHS is now using Northwest for accreditation, a variance is needed for the OPI five year comprehensive education plan. Mary Jo Engle made a motion to substitute Northwest Accredition into the plan, Cookie Agnew seconded and the motion carried unanimously.

Next was a report on the Civic Center. Al Buerkle recommended that the fee structure remain the same for next year as finances are looking O.K. It is possible that the Lions Club would make a contribution to the Civic Center as they are always looking for projects.

Kip Ryan recommended that activity fees and ticket prices remain the same for next year as they are the same as most other schools in the conference.

Al Buerkle recommended that lunch and breakfast prices be raised by a dime as the hot lunch program was slightly in the red for the year. Mike Chulyak made a motion to raise these prices by ten cents, Bonita Cremer seconded and the motion carried 6-0.

Personnel was next. First was a discussion about how band and chorus are split between the Grade School and the High School. There is some interest in separating the two Schools and having each instructor teach all the music at a single school instead of sharing instructors. After discussion it was decided to leave things the way they are for the time being. Track coach Laura Seitz has turned in a letter of resignation. Cookie Agnew made a motion to accept Laura's resignation, Mary

Jo Engle seconded and the motion carried 6-0. The Board thanked Laura for her service. Spring coach review was the next item under personnel. Kip Ryan recommended rehiring all track and golf coaches including Paul Berry. He will speak with the assistant track coaches before recommending action on replacing Laura Seitz as head track coach. Bonita Cremer made a motion to rehire all track and golf coaches, Jordan Gano seconded and the motion carried unanimously. Next was assignment of the activity coaches/leaders for next year. Mr. Buerkle recommended rehiring all current activity leaders. (Jacob Fjare-jazz & pep band, Jaclyn Terland-sweet sixteen, Donna Thigpen-pep club, and Gary Mattheis and Casey Lunceford for FFA. Cookie Agnew made a motion to rehire all of these individuals, Mary Jo Engle seconded and the motion carried 6-0. Kip Ryan reported that there is one application in for the two open football assistants at this time.
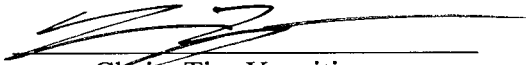
Review of the claims was next. There were no other additions or changes.

Approval of the May 14th meeting minutes was next. Bonita Cremer made a motion to approve the minutes as written, Mary Jo Engle seconded and the motion carried 6-0.

Under correspondence thank you notes have been received from several students who received scholarships as well as Bruce Bell and Kathie Lopiccolo for having the retirement dinner for them.

The meeting was adjourned at 8:30 P.M.

_____   _____
Clerk- Robert Buster   Chair- Tim Yuzeitis

AdvancED

Standards *for* Quality

STANDARDS FOR QUALITY SCHOOLS

Commitment to continuous improvement is a dynamic effort, consistently requiring attention and revision. We expect this commitment from the educational institutions we serve, and we expect it from ourselves. To that end, we are proud and excited to unveil the new AdvancED Standards for Quality Schools.

The new AdvancED Standards for Quality Schools not only provide the foundation for the AdvancED Accreditation Process, but also represent the continued evolution of accreditation as a powerful tool for driving effective practices in support of student learning.

ANATOMY OF A STANDARD

The AdvancED Standards for Quality Schools include the standard, indicator, and related performance level.

The **Standards** are research-based, comprehensive quality statements that describe conditions that are necessary for schools to achieve quality student performance and organizational effectiveness. These Standards support an education process that is truly visionary; characterizing how schools should operate to promote a culture of continuous learning that is fluid – engaging leaders, staff and students.

The **indicators and related performance levels** give thorough descriptions of exemplary practices and processes, together providing a comprehensive picture of each standard.

The five Standards and accompanying indicators and performance levels focus on systems within a school and systematic methods of driving excellence in student performance and organizational effectiveness. These Standards are not isolated, but systemic and intentionally aligned to address major themes across all Standards. Major embedded themes include: continuous improvement, stakeholder involvement, alignment, student engagement, collaboration, equity, and personalization.

AdvancED Standards for Quality Schools

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Purpose
and
Direction

Governance
and
Leadership

Teaching
and Assessing
for Learning

Resources
and Support
Systems

Using Results
for Continuous
Improvement
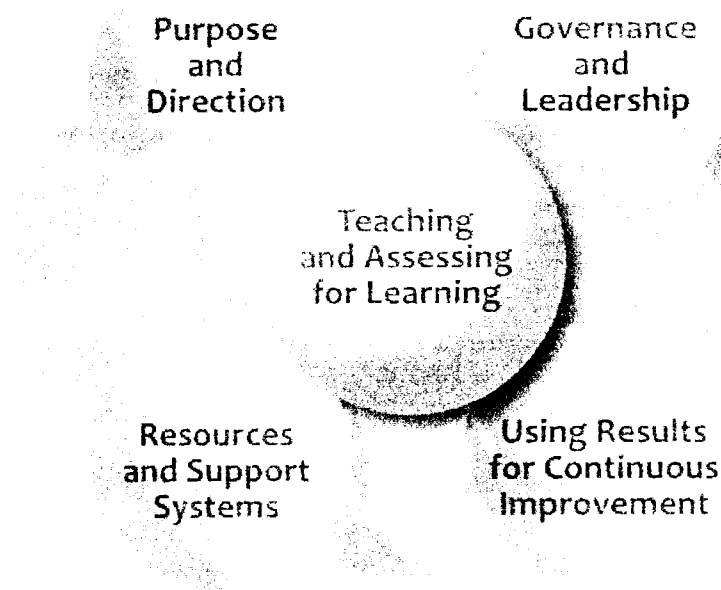
No one standard or set of indicators and performance levels is complete without considering all five as a collective whole. Embracing their inherent "connectedness" is critical to understanding and application. The AdvancED Standards for Quality Schools and the AdvancED Accreditation Process offer schools a roadmap for the pursuit of excellence in education and student learning, unleashing their own power to transform.

Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

INDICATOR 1.1

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.

The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.

The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.

No process to review, revise, or communicate a school purpose exists. Stakeholders are rarely asked for input regarding the purpose of the school.

Standard 1: Purpose and Direction

INDICATOR 1.2

The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

Level 4
Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.

Level 3
Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.

Level 2
Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.

Level 1
Minimal or no evidence exists that indicates the culture of the school is based on shared values and beliefs about teaching and learning. Educational programs challenge few or no students and are provided in a way that few students achieve the learning, thinking, and life skills necessary for success. Learning experiences for students are rarely equitable. Instructional practices rarely include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. Little or no commitment to high expectations for professional practice is evident.

Standard 1: Purpose and Direction

The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.

School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.

School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.

A continuous improvement process for improving student learning and the conditions that support learning is used randomly and/or ineffectively. The profile is rarely updated or used by school personnel and contains little or no useful data. Goals selected for improvement, if they exist, reflect the minimum required by governmental or organizational oversight agencies. Few or no measurable objectives, strategies, or activities are implemented with fidelity. Documentation linking the process to improved student achievement and instruction is unclear or non-existent.

Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

INDICATOR 2.1

The governing body establishes policies and supports practices that ensure effective administration of the school.

Level 4   Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.

Level 3   Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.

Level 2   Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.

Level 1   Little connection exists between policies and practices of the governing board and the purpose, direction, and effective operation of the school. Policies and practices seldom or never address effective instruction and assessment that produce equitable and challenging learning experiences for students. There are few or no policies and practices regarding professional growth of staff. Policies provide requirements of fiscal management.

Standard 2: Governance and Leadership

The governing body operates responsibly and functions effectively.

The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.

The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.

The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.

The governing body has no method for or does not ensure that decisions and actions are free of conflict of interest, are ethical, and in accordance with defined roles and responsibilities. Governing body members rarely or never participate in professional development regarding the roles and responsibilities of the governing body and its individual members. Evidence indicates the governing body does not always comply with policies, procedures, laws, and regulations.

Standard 2: Governance and Leadership

INDICATOR 2.3

The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.

The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.

The governing body generally protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.

The governing body rarely or never protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body does not distinguish between its roles and responsibilities and those of school leadership or frequently usurps the autonomy of school leadership.

Standard 2: Governance and Leadership

Leadership and staff foster a culture consistent with the school's purpose and direction.

Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.

Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.

Leaders and staff make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.

Decisions and actions seldom or never support continuous improvement. School leaders and staff may or may not expect students to learn. There is no evidence of or desire for collective accountability for student learning. School leaders seldom or never support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and little or no sense of community.

Standard 2: Governance and Leadership

INDICATOR 2.5

Leadership engages stakeholders effectively in support of the school's purpose and direction.

Level 4   Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.

Level 3   Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.

Level 2   Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.

Level 1   Leaders rarely or never communicate with stakeholder groups. Little or no work on school improvement efforts is collaborative, and stakeholders have little or no opportunity for leadership. School leaders' efforts result in limited or no stakeholder participation and engagement in the school.

Standard 2: Governance and Leadership

Leadership and staff supervision and evaluation processes result in improved professional practice and student success.

The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.

The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.

The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.

The criteria and processes of supervision and evaluation have little or no focus on improving professional practice or student success. Supervision and evaluation processes are randomly implemented, if at all. Results of the supervision and evaluation processes, if any, are used rarely or never.

Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

INDICATOR 3.1

The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.

Level 4
Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.

Level 3
Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.

Level 2
Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.

Level 1
Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.2

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.

Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.

School personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.

School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school's goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school's purpose in curriculum, instruction, and assessment.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.3

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Level 4   Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Level 3   Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Level 2   Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Level 1   Teachers rarely or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers seldom or never personalize instructional strategies. Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.4

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

Level 4
School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.

Level 3
School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.

Level 2
School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.

Level 1
School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.

Standard 3: Teaching and Assessing for Learning

Teachers participate in collaborative learning communities to improve instruction and student learning.

Level 4   All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

Level 3   All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.

Level 2   Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.

Level 1   Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel. School personnel see little value in collaborative learning communities.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.6

Teachers implement the school's instructional process in support of student learning.

Level 4   All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.

Level 3   All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.

Level 2   Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.

Level 1   Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.7

Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

Level 4
All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

Level 3
School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.

Level 2
Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.

Level 1
Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school personnel are included.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.8

The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.

Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.

Programs that engage families in their children's education are available. School personnel provide information about children's learning.

Few or no programs that engage families in their children's education are available. School personnel provide little relevant information about children's learning.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.9

The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

Level 4   School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.

Level 3   School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.

Level 2   School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.

Level 1   Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.

Standard 3: Teaching and Assessing for Learning

Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.

Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.

Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.

Few or no teachers use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.11

All staff members participate in a continuous program of professional learning.

Level 4   All staff members participate in a rigorous, continuous program of professional learning
that is aligned with the school's purpose and direction. Professional development is
based on an assessment of needs of the school and the individual. The program builds
measurable capacity among all professional and support staff. The program is rigorously and
systematically evaluated for effectiveness in improving instruction, student learning, and the
conditions that support learning.

Level 3   All staff members participate in a continuous program of professional learning that is
aligned with the school's purpose and direction. Professional development is based on an
assessment of needs of the school. The program builds capacity among all professional
and support staff. The program is systematically evaluated for effectiveness in improving
instruction, student learning, and the conditions that support learning.

Level 2   Most staff members participate in a program of professional learning that is aligned with
the school's purpose and direction. Professional development is based on the needs of the
school. The program builds capacity among staff members who participate. The program is
regularly evaluated for effectiveness.

Level 1   Few or no staff members participate in professional learning. Professional development,
when available, may or may not address the needs of the school or build capacity among
staff members. If a program exists, it is rarely and/or randomly evaluated.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.12

The school provides and coordinates learning support services to meet the unique learning needs of students.

Level 4   School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.

Level 3   School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.

Level 2   School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.

Level 1   School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.

Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

INDICATOR 4.1

Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.

Level 4   Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.

Level 3   Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.

Level 2   Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.

Level 1   Policies, processes, and procedures are often but not always followed by school leaders to access, hire, place, and retain qualified professional and support staff. School leaders attempt to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources rarely are available to fund positions critical to achieve the purpose and direction of the school.

Standard 4: Resources and Support Systems

INDICATOR 4.2

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.

Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.

Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.

Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.

Little or no link exists between the purpose of the school and instructional time, material resources, and fiscal resources. Protection of instructional time is not a priority. School leaders use available material and fiscal resources to meet the needs of students. School leaders spend little or no effort allocating instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations rarely or never include achievement of the school's purpose and direction.

Standard 4: Resources and Support Systems

INDICATOR 4.3

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

Level 4   School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.

Level 3   School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.

Level 2   School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.

Level 1   School leaders have few or no expectations for maintaining safety, cleanliness, and a healthy environment. Stakeholders are generally unaware of any existing definitions and expectations. Little or no accountability exists for maintaining these expectations. Few or no measures that assess these conditions are in place. Few or no personnel work to improve these conditions.

Standard 4: Resources and Support Systems

INDICATOR 4.4

Students and school personnel use a range of media and information resources to support the school's educational programs.

All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.

Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.

Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.

Students and school personnel have access to limited media and information resources necessary to achieve most of the educational programs of the school. Limited assistance may be available for students and school personnel to learn about the tools and locations for finding and retrieving information.

Standard 4: Resources and Support Systems

INDICATOR 4.5

The technology infrastructure supports the school's teaching, learning, and operational needs.

Level 4   The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.

Level 3   The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.

Level 2   The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.

Level 1   The technology infrastructure meets the teaching, learning, and operational needs of few stakeholders. A technology plan, if one exists, addresses some technology services and infrastructure needs.

Standard 4: Resources and Support Systems

The school provides support services to meet the physical, social, and emotional needs of the student population being served.

Level 4 School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.

Level 3 School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.

Level 2 School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.

Level 1 School personnel attempt to determine the physical, social, and emotional needs of some students in the school. School personnel sometimes provide or coordinate programs to meet the needs of students. School personnel rarely or never evaluate programs. Improvement plans related to these programs are rarely or never developed.

Standard 4: Resources and Support Systems

INDICATOR 4.7

The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.

Level 4   School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.

Level 3   School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.

Level 2   School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.

Level 1   School personnel attempt to determine the counseling, assessment, referral, educational, and career planning needs of some students in the school. School personnel sometimes provide or coordinate programs to meet the needs of students. School personnel rarely or never evaluate programs. Improvement plans related to these programs are rarely or never developed.

Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

The school establishes and maintains a clearly defined and comprehensive student assessment system.

School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.

School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.

School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

School personnel maintain an assessment system that produces data from assessment measures about student learning and school performance. The system provides a limited degree of consistent measurement across classrooms and courses. Assessments are seldom proven reliable and bias free. The system is rarely or never evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

Standard 5: Using Results for Continuous Improvement

INDICATOR 5.2

Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.

Level 4　　Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.

Level 3　　Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.

Level 2　　Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.

Level 1　　Few or no processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include little or no comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel rarely use data to design and implement continuous improvement plans.

Standard 5: Using Results for Continuous Improvement

INDICATOR 5.3

Professional and support staff are trained in the evaluation, interpretation, and use of data.

All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.

All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.

Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.

Few or no professional and support staff members are trained in the evaluation, interpretation, and use of data.

Standard 5: Using Results for Continuous Improvement

INDICATOR 5.4

The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

Level 4
Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.

Level 3
Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.

Level 2
A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.

Level 1
An incomplete or no process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate no improvement, and school personnel rarely use results to design and implement continuous improvement action plans related to student learning, including readiness for and success at the next level.

Standard 5: Using Results for Continuous Improvement

Indicator 5.3

Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.

Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.

Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.

Leaders monitor some information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders sometimes communicate results to stakeholders.